

**District School Accountability
Report**
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District Name:	Maple Ridge-Pitt Meadows	
District Number:	42	
Superintendent:	Mike Suddaby	
Date of Visit:	February 23 – 26, 2003	
Team Chair:	Mike McAvoy	
Team Members:	Gayle Bedard Barbara Burkett Steve Cardwell Rick Davis	Mike Hooker Lynn Robertson Afton Wright

Context

Improving student achievement for all students is the primary goal of the Ministry of Education and of each of the 60 School Districts in the province. The district review process reflects the commitment of the Ministry and of the individual district to improving student achievement and to be publicly accountable for student results.

The purpose of the District Review is to provide feedback and recommendations to the district, the Ministry of Education and the public regarding the District's work in improving student achievement by:

- Reviewing district and school achievement results
- Reviewing the district accountability contracts and school plans to improve student achievement
- Making recommendations to the Board and to the Ministry about improving student achievement; and
- Identifying promising practices that will assist other districts and schools in their efforts to improve student achievement

School District #42 Maple Ridge – Pitt Meadows offers comprehensive and varied educational programs and services to approximately 15,000 students of all abilities and aptitudes. The District Review Team wishes to thank School District 42 trustees, administration, principals and vice-principals, teachers, support staff, and parents for their welcome and expresses appreciation to them for their cooperation and support during this process.

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Summary of Process

During the visit to the Maple Ridge – Pitt Meadows School District, the Team attended the following meetings for the purposes of reviewing the elements of the district and school plans for improving student achievement:

- Formal dinner meeting with District Senior Staff, Board of School Trustees and representatives of MRDTA, DPAC, CUPE, MRPVPA and Excluded Staff to become acquainted and start the district review process;
- Informal morning meeting with District Senior Staff and principals of schools scheduled to be visited by the Team;
- Comprehensive briefing session with the SD 42 Senior staff to outline the district accountability contract, school and data sources, district services and district directions;
- Introductory session with trustees and representatives of the MRDTA, DPAC, CUPE, MRPVPA and Excluded Staff to explain the purpose for the District Review and the process to be followed to gather information;
- Meetings with the administration, teacher representatives, parent representatives and, at the secondary schools, student representatives, in each of the following schools: Yennadon Elementary, Davie Jones Elementary, Alexander Robinson Elementary, Webster's Corner Elementary, Eric Langton Elementary, Pitt Meadows Secondary, Albion Elementary, Westview Secondary, Mt. Crescent Elementary, Riverside Elementary, Kanaka Creek Elementary, Laity View Elementary, Thomas Haney Secondary, Hammond Elementary, Glenwood Elementary, and Garibaldi Secondary;
- Meeting with the Aboriginal Education Advisory Committee;
- Attended Late Literacy Network Committee meeting;
- Meeting with facilitators of the Early Intervention Program.

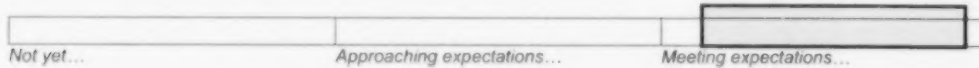
The Team provided a de-briefing to the School District senior administration and leadership team at the conclusion of its review. The Team presented its draft report to the District administration, trustees, and the representatives of the partners as indicated above.

The members of the Team were most appreciative of the comprehensive information provided and the welcome they received at each of the schools visited. The Team was impressed with the caring and commitment to the educational well-being of each student as evidenced by the staff interviewed. The district as a whole can be proud of the high quality of education provided throughout the district.

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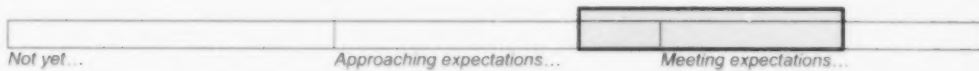
Observations in Key Areas - Focus on Student Achievement

1. *Goals:* Clarity and relevance of goals in accountability contract and school plans



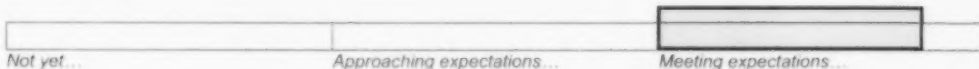
- The district has a strong instructional focus toward improving student achievement.
- Goals are clearly linked to supporting student achievement but are not always derived from evidence of student performance.

2. *Rationale:* Rationale for selection of goals, and attention paid to specific groups of students



- The district goal for improving literacy results from clear evidence and is well supported by most schools.
- There appears to be little understanding in some schools with respect to the origin of the goals supporting social responsibility.

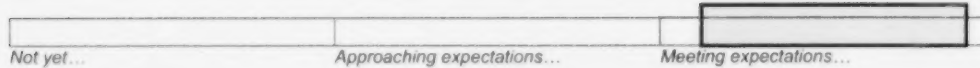
3. *Data:* Use of data in selection of goals and for tracking progress



- Data is used to focus professional discussion on improving student achievement.
- Most schools use a variety of data including classroom, school, district and provincial level sources.
- Many schools use data to monitor their progress toward improving student achievement.
- Schools plan to use performance standards for gathering baseline data for social responsibility.
- The Team observed that schools are "on-board" with collecting and using data to improve student achievement.

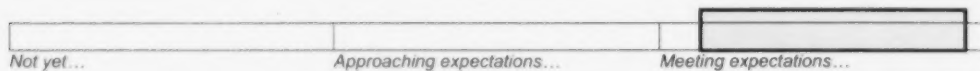
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4. *Strategies:* Strategies used to achieve goals



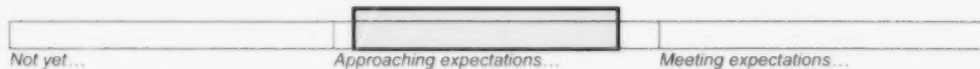
- A variety of practical strategies are used that are related to improving student achievement.
- Literacy interventions are based upon best practices and research.
- The networking model allows for the effective sharing of professional practices.
- A comprehensive professional development program is strategically linked to support student achievement.

5. *Structures:* Structures aligned to achieve results



- In a number of schools, there are innovative approaches to changing structures to support student learning and build school capacity.
- Structures have been realigned in some schools to enable more effective use of resources to improve student learning.
- Based upon identified needs, the district has aligned structures, resources, time and organizations in support of school efforts to improve student achievement.

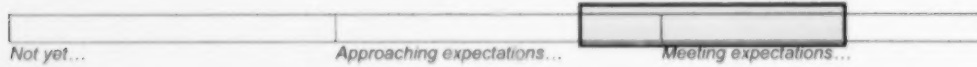
6. *Results:* Results are monitored



- The district has clearly defined targets for monitoring improved student learning.
- Some schools are in the preliminary stage of establishing clear targets for their goals.
- Schools recognize the need to expand the use of student achievement data at the classroom and school level in order to monitor student progress.

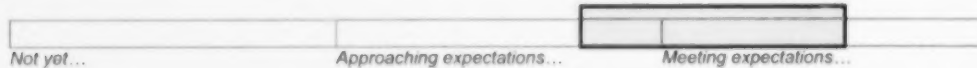
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7. *Communication:* Results are communicated within the broad community



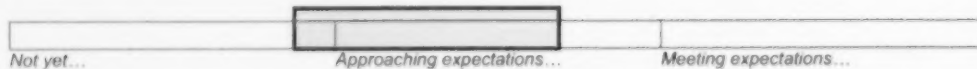
- Many schools have designed a variety of ways to provide on-going information regarding goals and student performance to their school communities.
- The district has benefited from effective communication with the business community as evidenced by the significant grants to support district literacy initiatives.
- The district and schools have identified a need to enhance communication with the broader community to convey their student achievement results.

8. *Teamwork – District and School Coherence*



- District staff work closely with schools and have a clear understanding of each school's unique needs.
- There is significant alignment of school and district goals in most schools.
- School and district goals have been developed and supported based on research and best practice.

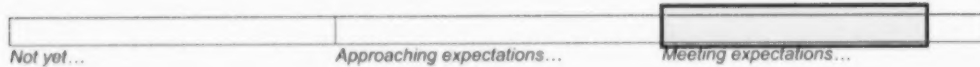
9. *Teamwork – District and Parent Involvement*



- There is a strong, positive and trusting relationship between schools and parent communities resulting in high parental involvement in many aspects of school life.
- There is a positive commitment by schools to involve parents as full partners in the decision making process in order to establish the school goals through the School Planning Councils.
- In this implementation phase there is minimal evidence of involvement of parents in the decision-making processes.
- It is the responsibility of all partners to become actively involved in the SPC process.

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10. Leadership / Teamwork: Clear vision and commitment



- The Team observed that all members of the school community commended the district leadership team for modeling the district values of inclusion, cooperation and high expectations.
- All decision-making participants share a common vision for student achievement.
- The district leadership team has communicated the expectations that schools develop plans and strategies that focus on student achievement.
- The district capitalizes on the leadership and expertise of its principals, vice-principals and teachers.
- The district has involved all partner groups in the implementation of School Planning Councils.

Strengths

Team observations of particular strengths related to student achievement at specific schools.

1. Student achievement data is used extensively by teachers to guide their practice for the purpose of improving student performance.
2. The district promotes and utilizes data to drive student achievement improvement initiatives.
3. A culture exists in this district that supports risk taking and innovation.
4. Teachers recognize and value the support received from the district.
5. Leadership capacity is promoted and shared at the school and district levels.
6. There is a high level of commitment among all partners towards improving student achievement.
7. An inclusive professional development plan supports district and school goals.

Promising Practices

District or school practices that could be helpful to other districts with a similar focus.

1. The Joint Educational Change Implementation Committee (JECIC) grants support student achievement initiatives.
2. The Early Literacy Intervention project validates the use of data to improve student learning.
3. The district has developed an effective, inclusive 'student support' model.
4. Networking opportunities build collegial sharing and leadership capacity.
5. The district has a variety of innovative school organizational structures in support of improved student learning.
6. The Mentorship Program: Teachers Supporting Teachers model is to be commended.

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Recommendations

Team recommendations for strengthening school and district focus on student achievement and for improving results.

1. In consultation with the district and schools strategies should be developed by parent groups that provide a meaningful role for School Planning Councils in setting direction for improvement of student achievement.
2. Further consideration needs to be given to the transition from the school accreditation process to the new accountability framework.
3. A higher profile should be given to the analysis and reporting of student achievement data relating to aboriginal students and planning strategies to ameliorate differences between aboriginal and non-aboriginal students in order to ensure shared responsibility for student achievement.
4. The structure and function of the Aboriginal Education Advisory Committee needs to be formalized to focus on improving the achievement of all aboriginal students.
5. The district should consider additional communication strategies to better inform its varied publics of its innovative improvement plans for student achievement.

Follow Up

Required follow up with specific time frame may take the form of:

- Ministry phone call
- Deputy Minister visit
- District report to the Ministry
- Review of the next year's district contract
- Special Advisor appointment

None required

